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Report of the Secretary-General*

Addendum

Report of the Independent Evaluation Team on the Future of the United Nations Staff College

* The footnote requested by the General Assembly in its resolution 54/248 was not included in the submission.

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Letter of transmittal

Turin, 11 August 2000

Dear Mr. Secretary-General,

The General Assembly at its fifty-fourth session adopted on 22 December 1999 resolution 54/228, in which it requested the Secretary-General to consult with the Administrative Committee on Coordination and the relevant United Nations organizations and to submit to the Assembly at its fifty-fifth session a report on the United Nations Staff College. The report was to be based on a full and independent evaluation of the implementation and the completion of the activities undertaken by the Staff College, incorporating the Staff College's corporate plan and programme of action, and should include recommendations on the future status, funding and operation of the Staff College after the conclusion of the pilot phase in December 2000.

Pursuant to that resolution, we were appointed as members of the independent evaluation team. We held our inaugural meeting in Turin on 22 and 23 May 2000 and have since then worked more or less continuously until the conclusion and signature of the present report today. In the course of this period of about 12 weeks, we have consulted extensively the senior officials of many United Nations specialized agencies as well as the United Nations and its various programmes and funds and the Bretton Woods institutions. We have also held meetings at their respective capital cities with representatives of two of the countries, Italy and the United Kingdom of Great Britain and Northern Ireland, which have played a pivotal financial role in the development of the Staff College during its project phase. In all, we held consultations with well over 100 persons in more than 30 organizations.

We wish to put on record our sincere appreciation to all those whose cooperation and collaboration have contributed to the carrying out of our assignment and have accordingly made the preparation and finalization of this report possible. In particular, we should like to place on record our deep appreciation to the Deputy Secretary-General of the United Nations, the executive heads of specialized agencies and of the Bretton Woods institutions, and the heads of United Nations programmes and funds for all their assistance. Finally, we would like to place on record our gratitude for the assistance of the Director of the Staff College, his staff and consultants.

(*Signed*) Adebayo **Adedeji**
Leader, United Nations Staff College
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Member, United Nations Staff College
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EXECUTIVE SUMMARY

Summary of Recommendations

1. **That the Staff College be accorded legal status, reflected in a Statute approved by the General Assembly, as a permanent system-wide institution, and subject to review after three years**

2. **In order to give assurance to all members of the system, it should be re-named United Nations System Staff College**

3. **That a system of governance be put in place in which the Staff College become accountable to a Governing Board**

4. **That the Staff College follow an operational strategy for three years of phasing out, reorienting and realigning programmes and activities**

5. **That the Staff College facilitate the creation of a cohesive management culture by positioning itself as a management and leadership development centre and a catalyst for creating change in the system through learning and knowledge management**

6. **That the Staff College take a proactive leadership role in open and distance learning and make use of innovative learning systems**

1. The Evaluation and Assessment Process

(i) Methodology

The process undertaken by the Independent Evaluation Team has depended on using the following processes:

- Analysis of relevant information in files and reports located at the Staff College as well as in the UN system

- Extensive consultations with stakeholders in the UN system
- Consultations with a number of governments of Member States.

The strategy of the Evaluation Team has been to map out a balanced perspective between past and present activities on the one hand, and emergent strategies and prospective programmes on the other. Team Members have undertaken missions to New York, Washington, Geneva, Rome, London, Paris, Vienna and Turin. Over 30 institutions and 100 individuals were consulted with a view to getting a balanced perspective on the future status of the Staff College.

(ii) Terms of Reference

The Terms of Reference stated six areas that needed to be included in the report. This summary provides an outline of our findings in each of those six areas. It was noted that administrative and programmatic adjustments in the last two years have resulted in increased donor confidence as well as in the general relevance and quality of the activities of the Staff College.

(a) The relevance, impact and quality of the Staff College services and programmes:

The Staff College was almost unanimously perceived as being relevant and timely to building the UN system culture and values. The feedback for programme quality and impact was varied.

The course on Early Warning and Preventive Measures and the UNDAF workshops were generally perceived as being of significant relevance and quality.

(b) The future role of the Staff College:

Management and leadership development emerged as the most important potential subject area for the Staff College. The other areas that emerged were that of

a networking role in the system, knowledge management and of facilitating the creation of a system-wide and cohesive UN culture. Using open and distance learning techniques in addition to traditional methods was perceived as being crucial.

(c) Respective roles and relationships of the Staff College and other UN training and research institutions:

There was a general consensus about the role of the Staff College being that of a provider of cross-cutting learning and knowledge services for the UN system, thus differentiating it clearly from UNITAR and UNU. At the same time, further strategic collaboration with both entities would be mutually beneficial.

(d) Guidance on the processes and methodologies to create maximum impact for the collective capacity of the UN system to address the new cross-sectoral challenges before the international community:

It was felt that the Staff College should become a knowledge centre in the system and must facilitate a system-wide understanding of the global issues and bring agencies together to create solutions.

(e) Recommend future status, funding and operations of the Staff College:

It was agreed that core staffing of the Staff College must be of the highest professional and leadership quality. Expertise must be drawn from both within and without the system. Stakeholders generally expressed willingness to pay for services provided they were of high quality.

(f) Recommend forms of governance for the Staff College which would allow its stakeholders to be involved in the decision-making, priority setting and evaluation of its performance:

An effective reporting and management structure and an inter-agency Governing Board was seen as the best governance option for the Staff College.

2. The Future Role of the Staff College

Throughout the evaluation process the general perception that emerged was that while the Staff College has made significant improvement in programme delivery, it needs to carve out a clearer identity for itself in the UN system where it can have a sustainable comparative advantage. On the basis of our feedback, the Staff College is well advised to move away from being a training centre to becoming a system-wide learning and knowledge-based organisation. The areas of expertise it must develop are:

(i) A catalyst for UN system-wide learning and knowledge management

The findings of the Evaluation Team are that the Staff College needs to focus upon:

- The quality of leadership and the people who manage the system
- The processes that facilitate learning, knowledge-creation and sharing across the system
- The creation of a cohesive culture.

(ii) A strategic leadership and management development centre

This involves two inter-linked and inter-related roles:

- Building collective corporate capacity through creating a critical mass of individuals and teams who perform consistently well and draw their inspiration from the values of the UN
- Building the capacity of the Staff College as a strategic leadership and management development centre. This would involve working all the way up from junior Professional entrants to senior managers in the system, providing them with the environment, skills, knowledge and networks to create change through leadership and management.

(iii) A proactive forum for developing common managerial culture and values

The Staff College should lead the way in facilitating the creation of a cohesive management culture of empowerment, responsibility and accountability through learning, knowledge-sharing and leadership.

(iv) An institutional mechanism for knowledge management

Knowledge management in its most rudimentary form is about creating a dynamic environment in the system for faster and more effective knowledge-sharing and decision-making. This involves the following activities for the Staff College:

- Networking/Clearing House role
- Managing virtual and real communities of practice.

(v) A proactive leadership role to ensure innovative learning systems including distance learning

This involves the following six areas of action:

- Moving collaboration from individual initiatives to a managed dynamic network
- Sharing knowledge on new learning methods and on distance learning
- A targeted approach using the web as well as the more traditional approaches to improve efficiency
- Leadership in using open and distance learning
- Reaching staff in a distributed global system in a timely, efficient and effective way

- Making use of Information Communication Technology (ICT) and Open and Distance Learning (ODL)

- The Staff College must use technologies to ensure that key programmes reach staff efficiently. Savings made in travel and other expenses can be put to use for developing better learning materials through a judicious use of new technologies. However, in drawing up its plans for open and distance learning, it must use existing knowledge in the system and elsewhere.

3. A New Institutional Status for a United Nations System Staff College

(i) Future Status of the Staff College

The future role envisaged for the Staff College constitutes a paradigm shift from being a training provider to a strategic management and leadership development centre for the UN system. To be able to accomplish this new task effectively, the Staff College will have to be transformed both in name and in status. We recommend that it be named the United Nations System Staff College (UNSSC) and that it be accorded the status of a permanent institution. This status should be reflected in a Statute approved by the General Assembly. A review of progress made should be undertaken in 2003.

(ii) New System of Governance

The Evaluation Team considers that a precondition for the establishment of the UNSSC as a permanent institution is the putting into effect of a system of governance in which the Staff College becomes accountable to its users. Under that system:

- The general policy for the activities of the Staff College, as well as its work programme and budget, would be reviewed and approved by a Board appointed by the Secretary-General and which represents the

user organisations and outside expertise. It is recommended that the Board should normally meet once a year

- A more technical input would be provided by a steering committee composed of Human Resource Directors of all agencies represented at ACC. This group would meet at least once a year.

(iii) Funding

The Staff College would be fully accountable to the Board, which would also be responsible for the finances of the Staff College. At present the Staff College is funded entirely by voluntary contributions. The income received from participating organisations has been almost entirely in the nature of cost recovery. However, if the Staff College is to become a more permanent feature of the UN, it will need broader-based support from the system. The new Board should recommend to the ACC a cost-sharing formula for financing the essential core costs of the Staff College. The Board needs to consider this issue with a view to providing a recommendation to the General Assembly and to the governing bodies of the agencies by the end of 2003. In the meantime no change is suggested to the current financial arrangements of the Staff College.

(iv) Related issues: administrative arrangements, a Statute, host-country agreement

The new status of the Staff College should be reflected in a Statute. An initial draft of the Statute to be adopted by the General Assembly is annexed to this report.

Administrative support should henceforth take into account the proposed autonomous nature of the Staff College and as such be provided from 1 January 2002 by the United Nations in accordance with United Nations staff and financial regulations and rules.

A host country agreement will need to be negotiated between the United Nations, on behalf of the Staff College, and the Italian Government.

4. Operational Strategy and Programme Framework for the Institutionalised UNSSC

To ensure that the Staff College becomes a system-wide centre for leadership and management development, and a forum for developing a cohesive management culture, three interrelated activities are called for:

(i) Phasing out, reorienting and realigning on-going programmes and activities

The Staff College will enter a new stage in its evolution on 1 January 2001. We recommend the following:

- In the first quarter, the Board should be constituted and set up as a body
- The Director of the Staff College should launch a consultative process involving the Human Resource Directors in all agencies to review existing programmes
- A document should be submitted to the inaugural meeting of the Board on the outcome of the consultative process regarding the future of the current commitments of the Staff College in the light of new recommendations

(ii) Preparing a three-year rolling programme

The Evaluation Team also recommends that the three-year rolling programme should incorporate reoriented and reformulated on-going programmes and activities along with new programmes that have been drawn up on the basis of this report. The following actions that should be taken by the Staff College during the three-year period include:

- Prioritisation is essential: a focus on strategic management development will constitute a new beginning. Other priority areas are knowledge management, new learning methods, open and distance learning

- There will also be a continuing need to review the organisation, staffing and professional capabilities and competencies of the Staff College

- There will have to be approved learning programmes for all the educational and knowledge programmes of the Staff College along with the development of high quality learning materials

- In preparing this rolling programme, efforts must be made to establish a link between management development programmes and staff career development in the UN system

(iii) Moving towards permanent status

There must be an agreed formula on the funding process for the Staff College by the ACC based on the recommendations of the Governing Board of the Staff College and this should be submitted to the General Assembly in 2003. The General Assembly must also be advised of the status of the host-country agreement between the United Nations, on behalf of the Staff College, and the Italian government; and of the administrative arrangements for the Staff College.

The Evaluation Team considers that its recommendations will help the United Nations System Staff College to become a permanent institution and thus continue to fulfil the purpose for which it has been created.

I. THE EVALUATION AND ASSESSMENT PROCESS

1. Introduction

1. A full and independent evaluation of the implementation and completion of the activities undertaken by the Staff College, as has been called for by the General Assembly, has required the analysis of information available in files and reports located in the Staff College in Turin as well as in different agencies in the UN system. The Team has also carried out an extensive consultative process in order to obtain as broad as possible a picture of the views of the agencies and programmes in the UN system, and has had access to self-evaluation analyses completed by an admittedly small number of the participants themselves. In this manner, the process undertaken by the Team endeavoured to involve the stakeholders (that is, UN agencies and programmes, regardless of the degree to which they have so far used the services of the Staff College), participants (who are generally the direct beneficiaries of the process), and at least some of the governments of Member States providing the larger part of the resources of the Staff College. The views of stakeholders included inter alia input from Learning Chiefs who are responsible for learning and training in the various agencies. We believe that this process has enriched our work with a diversity of perceptions.

2. The process of consultation with the stakeholders evidently is crucial to the assessment of the relevance and impact of programmes offered by the Staff College, and also to the mapping out of new directions in the light of the probable future needs of the organisations in the United Nations system. In the course of this process the aim of the Team was to obtain a balanced perspective between past and present activities, on the one hand, and emerging strategy and prospective programmes, on the other.

3. The Team undertook this consultative process at two levels – professional and senior management. The two resource persons whose services were made available by the Director of the Staff College visited agencies in Geneva, Paris and Vienna. Members of the Team themselves undertook missions to New York, Washington D.C., Geneva, Rome, London and Turin. Annex I contains the list of the institutions

and the names of officials consulted. In addition, questionnaires were administered to selected alumni of the Staff College.

2. Background Information

4. The UN Staff College became operational in January 1996. Towards the end of 1997 the first Director left. A new Director was appointed, after a fairly long hiatus, in June 1998.

5. Also in 1998, the Staff College had to face a shortage of financial resources. This signalled, inter alia, an urgent need to refocus activities and programmes through an improved priority setting of training and development needs in the UN system. Towards this end, a major needs analysis was conducted over the period October 1998 to March 1999. This resulted in the issuance of the first UN Staff College corporate plan, and the subsequent production of the Staff College New Programme Outline 1999/2000. These documents reflected an inter-agency consultation process involving 28 individuals from 19 different agencies and programmes in the UN system. A parallel internal review of the organisation and management of the Staff College was conducted. This resulted in a new organisational structure better geared to fulfil the requirements of the corporate plan. It was further felt that the Staff College had insufficient professional training capacity and action was taken to fill this gap. This included the appointment of a head of administration, and of senior training and development specialists.

6. The work of the Staff College was also affected by the need to develop training programmes to foster the implementation of the management reforms introduced by the Secretary-General. This in turn necessitated a reassessment of both programmes and priorities.

3. Methodology

(a) Data collection

7. Data collection combined four key methods and information sources to help arrive at considered opinions that support the outputs with which the Evaluation Team was tasked. Open-ended interviews represent the principal method used.

- Review of the Staff College files, sample of feedback that the Staff College collected from participants in activities (133 post-course questionnaires), the 1998 UN Training Needs Analysis, the corporate plan (1999-2000) and interviews with the Staff College staff
- Review of materials from other relevant sources, including materials provided by inter-agency committees, individual agencies and the proceedings of the annual UN Learning Chiefs Forum
- Open-ended interviews with a small section of participants in the Staff College activities
- Open-ended interviews with stakeholders from bilateral agencies and across the UN system, with special attention given to those in charge of staff training, human resource management, the executive levels, and respective inter-agency co-ordinating committees.

8. Some 30 institutions and well over 100 individuals were contacted (Annex I).

(b) Data Analysis

9. Information from the interviews was clustered under the six output areas in order to capture the breadth of information received as well as to identify consensus. Feedback collected by the Staff College at the end of courses or workshops was analysed for a sample of recent courses only, i.e. those that reflect the current direction of the Staff College.

(c) Constraints and limitations

10. Changes in the Staff College management, staffing and administrative processes as well as a significant reorientation of programmatic directions, resulting from the stakeholder needs assessment in 1998, posed special challenges for the evaluation as follows:

- The changes in course administration, for example, resulted in the availability of some post course evaluation data. As these courses reflect the direction taken by the Staff College in recent times, the Evaluation Team found it appropriate to concentrate on these activities when assessing relevance, quality and impact of courses and workshops. A list of activities delivered by the Staff College since 1996 is appended (Annex II). The Evaluation Team is aware that this approach is inherently biased in favour of recent flagship activities, but believes this approach is justified within the context of the responses received from the open-ended interviews

- New directions in other programmatic areas that were identified in the needs assessment, like expert services, are not covered with systematic feedback mechanisms by the Staff College. These were dealt with, as much as possible, in the interviews

- Administrative changes over the life of the Staff College have made it very difficult to get a reliable handle on the total number of participants in courses and workshops, and on the percentage of participants that came from within the UN system or from other organisations, as well as on budget and cost figures. Where the Evaluation Team uses such information, it has been taken from the Staff College's newly-developed database.

11. The Terms of Reference require the report to reflect relevance, impact and quality of the Staff College services.

- Among these criteria, the evaluation of the impact of a training intervention is especially difficult to pursue. The report relies on feedback from the open-ended interviews, which represent individual judgements of impact. Other impact data were not available. However, the Staff College has instituted a follow-up system that asks participants, six months after a course, for feedback on workplace impact and relevance. To date, very few of such responses have been received, limiting their usefulness for this report

4. Evaluation Results

12. This section summarises the results of the evaluation for the six output areas specified in the Terms of Reference. The recommendations and strategies put forward in the subsequent sections of the report draw on these findings. The changes mentioned above in the management, staffing, administrative processes as well as the reorientation of programmatic directions as a result of the stakeholder needs assessment in 1998, demonstrate that the Staff College has moved to adjust itself to improve efficiency and client responsiveness. These adjustments have resulted in the attraction of donor confidence and funding. Furthermore, in the programmatic areas, key activities launched since the assessment are generally considered as relevant and seen to be of high value. This has prompted a significant increase in the numbers of participants and activities foreseen for the coming 18 months.

Output One

Analysis and evaluation of the relevance, quality and impact of the training and learning programmes and workshops that have been conducted so far:

(a) Feedback from interviews and course evaluations

13. The open-ended interviews showed a generally positive perception of the programme of the Staff College. Relevance of the Staff College to the UN system received good marks, while opinions about quality and impact were divided. In the

final analysis, these perceptions can be interpreted as being of general support for the Staff College services, with the caveat that quality needs to receive more attention and that mechanisms to achieve impact need to be improved. Interview responses can be categorised in the following ways:

- The majority of the respondents said that the programmes of the Staff College are relevant to building UN system culture and values. Almost all of the respondents at the Director and Executive levels had this view of the Staff College programmes, although many of them did not have direct knowledge of them. About three quarters of the Professional staff concurred that the programmes are relevant, a few had a negative perception of the relevance of the programmes and others could not judge because they did not have sufficient knowledge of them

- In terms of programme quality, the answers of respondents at the Director and Executive level indicate that about a quarter had a positive perception, and about ten percent had either a negative perception or not sufficient information to comment. Over half of the interviews with this group, however, did not address the subject. About half of the sample of Professional staff either could or did not comment on the programme quality. Those that did held equally positive or negative impressions of quality

- The perception of the impact of the Staff College programmes among the Director and Executive levels showed that almost two thirds either felt they could not comment because of lack of information or because the subject was not broached in the interviews. The remaining responses are almost equally divided between positive and negative comments. About a quarter of the respondents at the Technical level have the perception that the impact is positive and an equal number have a negative perception of the impact of the Staff College's programmes. The remainder had no opinion or did not discuss the issue.

(b) End-of-course evaluations

14. Data gathered by the Staff College at the end of individual courses on the relevance of some recent flagship courses conducted in 2000 presents a more positive picture. However, data on quality and impact of the courses are not available for reasons stated above:

- Almost 90 percent of the sixty two participants in two Early Warning and Preventive Measures capacity-building courses (one in Turin and one in Mombasa) reported that the courses were relevant or very relevant to their work. The few remaining respondents found them to be barely relevant

- All of the forty-four participants in the UNDAF workshops found the workshop to be either relevant or very relevant to their work

- Roughly half of the twenty-seven participants in the Learning Chiefs Forum (June 1999) found the activity either relevant or very relevant to their work. An equal number did not respond or found it sometimes relevant.

(c) Impact of the Staff College as a function of focus and reach

15. The Staff College reports that about 4,400 people participated in activities between inception in 1996 and May 2000. It is not clear, however, how many of these were from within the UN system, from other entities (such as the junior diplomat programme for the Italian Government), or which were experts and presenters, rather than participants. At the very least, about one third of the 4,400 people were participants from within the UN system. Projections for the remainder of 2000 and for 2001 show that the Staff College aims to dramatically increase numbers and serve about 4,600 participants during that time period.

16. Even with an annual intake of 2,000 or more UN system participants in key cross-cutting activities like UNDAF, Early Warning Measures, Learning Chiefs, mid-

and senior management development programmes, the system-wide impact of the Staff College in each of the areas can only be limited. A recent ACC report on personnel statistics (March 2000) supports this premise. It shows that 15,000 Professional staff work within the UN system (excluding the World Bank and the IMF). Almost one third of these are located in 150 countries with offices of less than 100 Professional employees, and the other two-thirds are located in about 25 countries with offices of over 100 Professionals.

17. In order to reach a sufficiently substantial number of participants to increase the impact of Staff College activities, the Evaluation Team agrees with many respondents who suggested that the Staff College needs to focus on niche services in terms of subject areas it covers, use information and communication technologies and play the role of a catalyst in a dynamic network for information and knowledge exchange within the UN system. These points are taken up in later sections of the report.

Output Two

Directions as to future role or roles for the Staff College in relation to the range of services it should provide, together with client consensus as to the preferred role

18. The interviews yielded a substantial amount of information and data as regards the role the Staff College could play in the future. This area was explored after participants in the interviews had generally expressed their support for the Staff College as a relevant entity in the UN system, particularly within the context of the reforms. The responses in this area also came from those who had not utilised the resources of the Staff College before but felt that there was a clear role that it could play.

19. Interestingly, from the feedback gathered, there are very clear themes emerging as to the future role of the Staff College.

- One theme that clearly occupies centre stage among the programmes that the Staff College can offer is that of management and leadership development. The various words and terms that were used to describe

this theme have been: Managerial Effectiveness; Management Development Programmes; Management Education and Training; Senior Level Leadership and Management Programmes and Turin as a Management Centre. Clearly there is a crying need for these areas within the UN system. Moreover, there is an overwhelming majority that believes that the Staff College can occupy this niche. However, a point of caution raised by many was to ensure that this niche service be a system-wide initiative. This is clearly compatible with the general expectation that was expressed in setting up the Staff College five years ago about its potential to create a "cohesive management culture" in the UN. Taking into account the response of the interviewees, the Staff College has a very clear role in designing and implementing a high-quality management and leadership programme across the UN system, aimed at the middle and senior managers

- The second theme to emerge from the interviews is what can be described as that of a networking role within the UN system. Various interviewees pointed to the lack of linkage and connectivity between UN agencies. They also referred to the tendency of UN agencies and of individuals in agencies to be "territorial" and to the lack of knowledge and information exchange in the system. A wide range of participants expressed the theme of the Staff College becoming a networking hub addressing precisely the above-mentioned deficiencies. This networking role, according to the responses of the interviewees, could take on the following four aspects:

  - Knowledge Management

    Facilitating knowledge-sharing between agencies and individuals

    Co-ordinating the activities of the various UN training units

    Creating inter-agency networks through learning programmes

  - Building partnerships

    Creating beneficial links with the private sector

    Creating partnerships within the UN system

- Fostering the sense of one UN family

  Facilitating networks of individuals

  Induction programmes

- Being a system-wide leader in learning methodologies

  Adopting best practice in staff development

  Adopting best practice in the use of open and distance learning

20. Knowledge Management was singled out by many as a critical need in the UN system. This goes beyond what was mentioned above as a networking role; it was referred to within the context of increasing effectiveness as a system. The need for senior managers to go through learning programmes in knowledge management was emphasised. That the Staff College can occupy this niche with high-quality learning programmes in this area is another conclusion that can be drawn from the interviews.

- The third theme to emerge was that of creating a system-wide UN culture. This partly links back to the point mentioned earlier about the role of the Staff College in creating a cohesive management culture. The main link here, however, is to be understood within the context of change. The Staff College was described by a senior manager in the system as a "vanguard of change in the UN system", and similar perceptions were expressed by others, such as, developing culture change in the UN; or creating change through learning. However, the views expressed lacked in-depth understanding about what is entailed by the term "change" in the context of learning and culture. The Staff College will clearly have to articulate this and develop the concept of what it means to be the vanguard of change, if it is to become a key player in this area.

Output Three

Respective roles and relationships of the Staff College and other UN training and research institutions

21. The roles and responsibilities of the Staff College, internal training in the UN or in agencies, and the relationship with UNITAR and UNU, were explored in interviews. These showed general consensus as to the role of the Staff College as a provider of cross-cutting learning and knowledge services for the staff of the whole of the UN system. The role of a catalyst for learning and knowledge innovations across the system was identified as appropriate. These have been elaborated in more detail in the discussions of the output in the previous section.

22. The differentiation between the Staff College services and that of UN and agency-specific training was clearly also delineated along the same lines. While both are responsible for staff development, the role of the Staff College is to undertake system-wide capacity building, with no responsibility for organisation-specific staff development. The target audiences of UNU and UNITAR are the staff of Member States and of related research and development. However, some confusion exists within the UN system as to the relationship between the Staff College and the ILO, especially the International Training Centre in Turin. The recommended new governance structure (Section III) will, it is hoped, ensure that appropriate differentiation takes place.

23. While these roles are clear, there is a recognised need for cross-fertilisation and knowledge-sharing among these different entities. This is especially desirable at the level of sharing experiences, courses, curricula or learning from each other in terms of learning delivery methodologies or business practices, like cost-recovery approaches. Indeed collaboration in some of these areas is on-going.

24. A clear focus on responsibility and role for the Staff College as expressed in the interviews will require a narrower focus for its learning activities. The reason for the present offerings of a broader service menu is linked to the availability of external funding to the Staff College for such activities. It was recommended that funding

mechanisms need to be found that allow the Staff College to concentrate on core activities.

Output Four

Guidance on the processes and methodologies to create maximum impact for the collective capacity of the UN system to address the new cross-sector challenges before the international community

25. The interview process yielded a considerable amount of data and qualitative feedback in this area. Clearly, this is a very major area of importance in the way it impacts on the general performance of the UN and the perception that the international community has about the UN. In addition, there is a growing awareness within the system about its lack of collective capacity to address critical international issues as a whole, and of the dangers of working in fragmented units. It was suggested in some of the interviews that the Staff College should play a role in addressing this issue.

26. The interviews also yielded a substantial amount of information about the specific factors that are symptomatic of the apparent fragmentation in the UN system:

- Lack of a cross-agency contact between people in training roles
- Under-utilisation of UN staff and over-utilisation of consultants
- Lack of a common culture of management and performance
- Lack of processes for staff exchange and secondments
- Duplication of effort and a lack of mechanisms for communication.

27. As is the case with new initiatives, there was a tendency among many of the participants in the interview process to perceive and regard the Staff College as the panacea for all the above-mentioned ills. It cannot be said enough that the Staff College must be careful to identify its niche within the system and deliver quality in a few areas; it cannot and should not attempt to solve the whole range of capacity-

building problems facing the UN system. But in keeping with the principles of knowledge management, it can facilitate the addressing of these issues at a system-wide level.

28. The following responses have been distilled from all available interview data as representative of the Staff College's role in enabling the system to meet cross-sectoral challenges. They range from the microscopic, in terms of facilitating better interaction between Learning Chiefs, to the macroscopic in terms of building inter-agency unity. They are as follows:

- The Staff College needs to become a knowledge centre in the system as regards transfer and exchange of knowledge, use of consultants, and team building
- The Staff College should become the hub of a network of all agencies in their learning activities
- The Staff College is the only system-wide institution in a campus and thus can become a strategic place of retreat for senior managers across agencies
- The Staff College is indispensable to the reform process and must play its role accordingly
- The Staff College must facilitate a system-wide understanding of the issues that are global and inter-connected and bring agencies together to find solutions

29. Finally, it must be added that much of this will be possible for the Staff College only when learning and training are perceived and operationalised as an integral part of management and the reform process. It was remarked aptly by one of the interviewees that the Staff College would be competing for precious resources with other agencies and that remains a major issue. There is clearly a need for the institution to formulate its intent and strategy and communicate it through the system. More importantly, it should back it up with a portfolio of high-quality deliverables in those areas outlined in this report.

Output Five

Recommend future status, funding and operations of the Staff College

30. The interviews with people at the Director and Executive as well as Professional levels showed broad support for the existence of a UN System Staff College. Numerous suggestions were received by the Evaluation Team as to ways in which to address its future role and to overcome present perceived shortcomings. These are taken up in detail in Sections II, III and IV. They generally fall under the following categories.

- Strategic directions for the Staff College must be clearly defined and communicated and services must focus in these areas. The present diversity of services and audiences does not offer such a clear direction

- Staffing at the Staff College must reflect the highest professional and leadership quality in the learning and training community, and should be limited to core staff. As much as possible, the Staff College should draw on subject-matter expertise and specialised skills from the UN itself through mechanisms like secondments and short-term assignments, or hire consultants. The Evaluation Team heard of some projects and services that were not completed or did not meet the quality expectations of the stakeholders in the system. It serves little value to explore the validity of these perceptions or the reasons for less-than-expected performance. Of critical importance for future buy-in and ownership of the Staff College by the system is that future quality of professional, leadership and management performance of the Staff College should meet and exceed expectations

- In roughly half of the interviews, funding was identified as the key issue to be resolved to achieve a secure footing for the future operations of the Staff College. The present reliance on donor and project financing for activities is seen as a key obstacle to the ability of the Staff College to achieve a more strategic focus. Varied options and

mechanisms were suggested to the Evaluation Team and are distilled in subsequent sections of the report. Stakeholders expressed willingness and ability to pay for services from the Staff College, as long as those services were of high quality and met their needs. However, some expressed unwillingness to contribute to core funding

- Interviewees also held opposing views on the comparative costs of the activities offered by the Staff College, by other organisations or at other locations. At this point, cost information has not been handled systematically and is therefore difficult to dissect. For the future, it will be essential for the Staff College to refine cost information and to share the results with the stakeholders

Output Six

Recommend forms of governance for the Staff College, which would allow its clients to be involved in the decision-making, priority-setting and evaluation of its performance

31. The absence of an effective governance structure was recognised by many of the interviewees as a critical obstacle for the Staff College. Discussions with many of the interviewees are reflected in Sections II and III of this report. The guiding principles that emerged from the discussions are summarised as follows:

- Governance structure and mechanisms need to achieve buy-in and a sense of ownership by Senior Management and Professional staff. The present lack of a defined governance structure to give direct voices to these stakeholders actively works against the collective ownership of the Staff College

- An effective reporting and management structure that makes the Staff College accountable to its stakeholders through some form of inter-agency governing board is expected to make the Staff College responsive to stakeholder needs. Close linkages through the governance and management structure with stakeholders and their

organisational learning needs should achieve effects that so far have eluded the Staff College. It should spark active participation of stakeholders in the definition of its activities, improve the use of its services and result in opening new revenue streams from fee-based services.

II. FUTURE ROLE OF THE STAFF COLLEGE

32. It is clear from the preceding section that, on balance, the majority of stakeholders favours the establishment of a UN System Staff College. However, there is also a feeling that it is beginning to lose its focus and that it is yet to succeed in carving out a niche for itself. Such criticisms are useful in helping to identify what reorientation and refocusing of role and responsibility are required. This is the more so as the expectations which accompanied the establishment of the Staff College five years ago – the general perception of its potential to the UN system through the building up of a truly global civil service with shared values and ethics, shared commitment and vision and the creation, over time, of a cohesive management culture – have not lost their relevance.

33. Indeed, throughout the evaluation and assessment process the general perception was that a future was required. The challenge is to map out a future which will meet the expectations of the stakeholders and, at the same time, be realistic. Although no great institution has ever been built within a very short span of time, unless an institution shows promise from its inception, it runs the risk of irrelevance particularly in times of scarcity of resources and of competition for a share in them. Stakeholders no longer have patience for slowly evolving institutions. Evidence of such impatience was manifested during our consultations with them. But in spite of this, virtually all of them are optimistic about the future of the Staff College provided it is refocuses to find a niche of its own.

34. In the rest of this section we shall focus on the role which we consider should constitute the Staff College's niche. That is, areas where it has comparative advantage and where it can consequently impact on the UN system. But, first, we must identify the two roles which the Staff College might be well advised to avoid, otherwise its image will be adversely affected and its impact will be far from being optimal.

1. Not as a Training Centre for Individual UN and Agency Organisations

35. It is imperative that the Staff College should not position itself or be perceived by its stakeholders as a training provider for individual organisations within the system. The reasons why it should not be a training centre for individual organisations are as follows:

- Cost-effectiveness

  As a training-provider, the Staff College will be in competition with a host of local providers delivering training at lower costs either because of economies of scale or because of locally-available resources

- Subject-matter

  Much of the training requirements of the different agencies are geared towards operational and functional areas, and are hence specialised for agencies. The Staff College neither has the resources nor the capabilities to meet specialised requirements nor is it a cost-effective proposition. Indeed, it was pointed to us during our field study and consultation process that any attempt by the Staff College to compete against the programmes of UN agencies would be counterproductive

- Sponsorship

  Learning institutions require a "buy-in" process at the senior management level in order to be successful, without which access to funding and resources remains critically uncertain. Providing training to agencies does not have the leverage for warranting funding.

36. In summary, therefore, it is our view that the overarching objective should be for the Staff College to evolve as the learning arm of the UN system, serving as the leading catalyst for sharing knowledge and best practice world-

wide and integrating learning and knowledge in the UN system and by so doing become the knowledge hub of the change process.

37. As part of a world development, there is a growing movement away from focusing exclusively on training people in organisations to facilitating learning in individuals and teams. This requires a completely different orientation as learning in organisations is a complex process that addresses the larger context of change in the environment simultaneously with the learning needs of the organisation. In an environment of rapidly changing political, social, economic and environmental factors, the ability of the UN to address issues can no longer depend solely upon trained individuals. Increasingly, it will depend upon corporate ability reflected in the willingness of the various teams of the organisation to be innovative, to speedily learn from past mistakes and to share knowledge of best practice across the system. It is therefore imperative that the Staff College should move from a training to a knowledge organisation.

2. Not as a Centre for Meeting Member Countries' Training and Research Needs

38. It is important that the Staff College should clearly maintain its assigned role in meeting the learning needs of the UN system, and not of Member States of the United Nations. This division of labour between the Staff College, UNITAR and the UNU has recently been reformulated in the debate in the Second Committee of the General Assembly at its 54th Session as follows:

> ***"In order to avoid duplication of efforts, a clear division of labour between UNITAR, the UN University and the UN Staff College is critical. UNITAR's primary responsibility is training and capacity building for developing countries and personnel of diplomatic missions to the UN, while the UN Staff College focuses on training for UN personnel. The main area of responsibility of the UN University is research and postgraduate training, as strengthening the capacities of higher education institutes in developing countries. Any research conducted by UNITAR or UN Staff College should be operationally oriented and contribute to their training activities".***

39. Obviously, the best service that the Staff College can render Member States is by helping to ensure that the staff in the system offer services to Member States that are cohesive, well co-ordinated and responsive to their requirements.

3. As a Catalyst for UN System-wide Learning and Knowledge Management

40. There is a widespread recognition by the UN and its organs, the specialised agencies, the World Bank and the IMF of the need to accelerate the process of operating as a system, particularly now that the global situation becomes increasingly complex and is rapidly changing. This requires deliberate effort and, sometimes, autonomous interventions at a multitude of levels. The Staff College can and should play a catalytic role in this direction by focusing on:

- The quality of the leadership and the people that staff the system
- The processes that facilitate learning, knowledge–creation and knowledge–sharing across the system; and
- The presence of a cohesive, vibrant culture

41. Learning and development will not lead to change unless there exist organisational development systems that draw in, generalise and codify collective learning and create system-wide access to learning and best practice. In such circumstances, staff become catalysts for change and the system becomes adept to change. Otherwise, there is the risk of a 'silo mentality' where one agency does not learn from the actions, mistakes and learning of others and also of a "knowledge-is-power" syndrome that encourages agencies to hoard rather than share knowledge.

42. The Secretary-General has asked for more cross-sectoral and inter-agency co-operation. However, unless a special institution or mechanism exists which is given the mandate and the resources for creating the desired change, the status quo usually remains unchallenged, especially when, as in the UN system, it involves a multitude of bodies, institutions and agendas. The Staff College is uniquely placed to play this catalytic role – facilitating dialogue and knowledge-sharing between senior managers

across agencies; creating knowledge communities – virtual or otherwise; documenting best practice; and making it available to relevant agencies and their senior management personnel.

4. As a Strategic Leadership and Management Development Centre for the UN System

43. Here two inter-linked and inter-related roles are envisaged. These are:

(a) Developing strategic leadership and management by enhancing performance quality and effectiveness; and

(b) Strengthening the Staff College capacity as a strategic leadership and management development centre.

(a) Building Collective Corporate Capacity

44. One of the biggest challenges for the UN system is building a critical mass of individuals, teams and processes that can eventually transform the organisation. Issues of performance, quality and effectiveness need to be addressed through a combination of sound functional management and inspired leadership. The two together create conditions for empowerment, responsibility and accountability, and a culture of high-performance. A cohesive culture depends upon a critical mass of people within the organisation who are able to perform consistently at a high level and draw their inspiration from the values and purpose of the organisation and their own life values.

45. There can be a very powerful advocacy role for the Staff College to help build the human resources and organisation development processes from a learning and development perspective within the UN system. This involves working closely with the offices of Human Resources in the UN system that have the task of creating a new performance-oriented culture. Performance coaching and mentoring skills are also part of the effective management training that needs to be managed by the Staff College. Likewise, from the perspective of organisational development, there needs to be a momentum-building process that works right through the system at the senior

level. Capacity is built when old ways of thinking and working are questioned and even discarded to create new, innovative and relevant approaches.

46. The three factors of empowerment, responsibility and accountability that the Secretary-General sees as levers of change have three requirements:

- New systems for managing knowledge, performance and change that are not hampered by bureaucracy and lengthy decision-making;
- Opportunities for individuals and teams to get the best available training and learning in order to mobilise resources and teams to work innovatively at peak performance; and
- Leadership that encourages risk-taking, innovation and difference, and rewards initiatives in that direction while sending a clear message in the way under-performance is dealt with.

47. The Staff College has a clear future role in designing and implementing these processes in collaboration with the agencies in the UN system, and in providing the programmes to deliver the skills and knowledge to operationalise the processes.

(b) Building the capacity of the Staff College as a Strategic Leadership and Management Development Centre

48. The Staff College might operate and deliver at three levels within the system:

(i) Junior Professional Entrants

This is the first level of management development within the system that the Staff College needs to address. It is from the rank of these graduate entrants that future senior managers in the system will emerge. There are two kinds of programmes that the Staff College can deliver to these new recruits:

- Induction into the UN system

  A CD Rom induction package is currently being developed by the Staff College. In addition to the input that inducts individuals into the system, what is equally important is the organisational development

process that is instrumental for sustaining the momentum after the formal induction has taken place. This can be done by the Staff College through carefully planned follow-up processes such as identifying coaches and mentors from within the system to supervise the inductee groups and thus facilitate their developmental process; creating formal and informal learning networks that facilitate learning and knowledge-sharing; and, creating continuous-learning programmes for the inductees with their line managers playing a key role in the process. The role of the Staff College would be facilitative. An important spin-off from this process would be a concerted attempt at retaining best inductees and reversing the apparently growing trend of "disenchanted leavers" from the UN

- Developing core areas of knowledge and expertise

  There is also the urgent need for graduate entrants to develop skills and gain knowledge in key areas that have been identified as being critical to the system. These could be areas such as: poverty alleviation; capacity-building; gender mainstreaming; human rights. The Staff College would then have the responsibility for ensuring that there is a growing critical mass of people within the UN with knowledge of these areas.

  Ideally, the Staff College would source the "experts" in different knowledge-areas from the system, thereby ensuring that the knowledge that is being shared is context-oriented, local and sustainable. A spin-off from this would also be the creation and availability of a managed database of future practitioners in these areas that would drastically reduce the time it takes to source an in-house expert in specific areas

- Towards a Comprehensive 3–4 Year Induction Programme for new entrants into the system

  From the above two-phased beginning can emerge an integrated three-to-four year comprehensive induction programme integrating the above two sub-programmes with a twelve-to-fifteen months-long attachment programme divided evenly between the Headquarters and the field.

(ii) Management Development

This process should address the middle-manager category within the system, that is, line managers who are responsible for setting and monitoring business plans, motivating people, implementing performance management and communication systems. Moreover, as in many organisations, it is the case in the UN that incremental promotion results in people occupying managerial positions without prior professional management education.

The Staff College should position itself as the change-agent, enabling managers and teams in agencies to sign up to a consistent management culture. This requires, on the one hand, the provision of programmes and learning inputs and, on the other, monitoring the organisational development process that follows. Some of the new areas of input that the Staff College should position itself to deliver will include management effectiveness; cross-cultural management; contracting for leadership; performance management. knowledge management; and communication training. What is crucial is for the Staff College to develop a sustainable programme that places management development within a cross-agency context and is backed by an organisational development process.

(iii) Leadership Development

This would be aimed at the senior managers across the UN system who have the responsibility for staging the evolution of the United Nations through the reform process. Research in leadership states clearly that the pressure of having to continually react to the external environment, and the lack of reflective time, pushes senior decision makers into leadership patterns that are disjointed from the purpose and values of the organisation and from the work of motivating people through active leadership. The role of senior management in any organisation is to set objectives and goals based on the organisation's vision, and to generate commitment in the members of the organisation to that vision.

More than anything else, this requires a facilitated process of what can be termed knowledge-creation, sustained over time as a cumulative process. Leaders need to continually create conditions for knowledge-creation, without which the same tested and tried solutions are applied over and over, irrespective of external changes in the nature of the problem. The Staff College should provide the skills, capabilities and the fora to engage senior managers in reflective dialogue on strategic issues. This area of work finds mention as one of the "product areas" of the Staff College: executive/learning fora that enables experience-sharing and concepts development on issues of global concern. What the Staff College needs is the mandate and the sign-off to deliver regular leadership workshops to senior managers across the UN system.

Moreover, the Staff College should work in close partnership with other learning institutions and consultancy organisations globally to deliver what it cannot do on its own.

5. As a Proactive Forum for Developing Common Management Culture and Values for the UN System

49. The use of the term "management culture" finds reference in the report on Human Resources Management Reform that the Secretary-General submitted to the General Assembly (A/53/414), in which he outlines a vision for "a new management culture of empowerment, responsibility and accountability". The overarching goal, he says:

> ***"is to align our human resources with our global mission – of peace, development and human rights around the world – which is becoming more urgent every day"***

50. This follows on and is contextualised by the "quiet revolution" of reform and renewal that the Secretary-General launched in 1997. The Secretary-General and his senior managers have since then identified some critical shortcomings that are impeding the effective use of staff resources and consequently the creation of this new management culture. The chief ones are:

- Managers have limited responsibility over their human and financial resources. This leads directly to the erosion of accountability at all levels of the organisation

- Complicated rules and procedures have served to discourage the recruitment, advancement and mobility of staff, affecting the UN's capacity to move the right person to the right place at the right time. This is essential in a global organisation which is increasingly expected to act quickly to address complex crises and changing priorities

- Inadequate human resources planning has impaired the UN's ability to identify short-and longer-term staffing needs of the organisation

- Insufficient investment has been made in building the organisation's substantive and managerial capacity. Systematic development programmes for managers have been put in place only very recently.

51. In addition to these shortcomings and the human resource policies, procedures and practices necessary to overcome them, there is the other equally important problem that has been identified and needs addressing: the lack of co-ordination and coherence between the different agencies and their agendas. In other words, the lack of political will leads to a lack of learning networks and knowledge-sharing between the different agencies, and this in turn leads to inefficiency, duplication and the "not-invented-here" syndrome that results in under-performance and the inability to innovate.

52. In all likelihood, this is probably what prompted the usage of the term "cohesive", specifically of "cohesive management culture", in the context of a consolidated, system-wide culture of human resource management. In 1996, the term was made generic to the United Nations Staff College. It was referred to in an UNCTAD press release as follows:

> ***"...the Staff College can generate more coherence and co-ordination in the UN system's activities, promote a more cohesive management culture, and facilitate the process of change taking place throughout the UN system"***

53. Another reference to the term "cohesive" in the context of management culture appears in the progress report by the Director of the Staff College to the 54th session of the General Assembly as one of:

"fostering a cohesive culture of learning together across the UN system"

54. In this case, the term "cohesive" has been specifically applied within the context of learning.

55. In order to pursue this issue it is necessary, first, to provide a more comprehensive assessment of the various elements that constitute a cohesive culture and second, to determine whether and how the Staff College can position itself as a catalyst of change within the UN system in that direction:

(a) Culture and its Fragmentation: Lessons From Organisational Behaviour

56. Culture is a collection of cognitive, emotional and behavioural patterns that emanate from a commonly held set of mental models that are the basis for specificity of values, attitudes and behaviour, and the processes for governing them. In organisations, as in societies, a healthy culture remains the underpinning to the creation of meaning for its members, to the well-being of systems and people and to the degree to and the means by which the organisation is able to fulfil its objectives and purpose efficiently and effectively.

57. However, over time and for a variety of factors (such as increase in size and complexity), organisational culture becomes fragmented and eventually unsustainable. This lack of cohesiveness usually manifests itself in one or all of the following symptoms:

- A significant departure from the original "spirit" of the organisation; the lack of coherence and meaning, the raison d'être for the organisation and its work

- The growing unsustainability of the organisation as a result of the lack of optimum networking processes within the organisation and the inability of individuals and teams to generate momentum

- The inability of the organisation to learn, innovate and create new knowledge; the tendency to resist change

- A system that disenfranchises individual creativity and motivation, and leads to increasingly poor performance of individuals and teams. The result is the inability of the organisation to address external change in a purposeful and creative manner, and a consequent decline in effectiveness and performance, both individually and collectively.

(b) Creating a cohesive culture: defining the raison d'être of the Staff College

58. Creating cohesiveness in a culture that has become fragmented is a complex and systemic healing process that involves much more than effective management for enhancing performance. While providing managers with the operational skills and knowledge to do their jobs properly, and the implementation of human resources policies and systems for moving personnel around speedily are necessary, they are inadequate in themselves as they do not address some of the root causes of cultural fragmentation. Reform and the management of change are the ends and not the means; reform often tends to be perceived as the means and organisations take the easy option of creating reform through restructuring.

59. In order to be able to successfully position itself at the centre of the creation of such a cohesive culture in the UN system, the Staff College will need to champion and own leadership development in the context of the reform process and find ways and means to convert value and purpose into action. The Staff College must reach out to the top level of senior management, including the Executive Heads, if shared leadership qualities that generate and sustain commitment are to develop and take root.

6. Providing Institutional Mechanisms for Knowledge Management

60. No learning programme can be complete or effective without a cohesive knowledge management system. Knowledge management in the UN in its most rudimentary form would be about creating a dynamic environment across the system for faster and more effective knowledge-exchange and decision-making. There are two ways in which the Staff College needs to position itself to perform this role:

(a) Networking/Clearing House role

61. The Staff College is endeavouring to take responsibility for sharing best practice across the system by developing a Clearing House process.

62. A prototype was launched at the June 1999 meeting of the Learning Chiefs. Subsequent capacity and technological problems delayed its full implementation. These have since been overcome and a reformatted Clearing House will be fully operational later this year. If the Clearing House is to be a success the Staff College needs to:

- Be in a strategic position to receive regular inputs from across the system about current and emergent areas of knowledge
- Ensure the presence of effective data bases that can hold relevant information and make it accessible; ensure that there are experts from within the system who continually upgrade the information
- Create and manage the "client-community" that regularly accesses information and knowledge from the Staff College
- Develop matrices for best-practice measurement and documentation; and
- Continually upgrade and manage the network of users and contributors

63. The Staff College is in a position to become a true network catalyst because of its ability to work across agencies. But it must be efficient, effective and up-to-date.

(b) Manage Virtual and Real Communities of Practice

64. Communities of practice are groupings of people across the system who converge around a specific area of knowledge or expertise and regularly interact to share knowledge and develop competence in that area. Communities of practice also inculcate a common sense of purpose and a real need to know what others know; they challenge traditional paradigms of knowledge-hoarding and are catalysts for change in organisations.

65. Whilst databases and information technology and communications, (ICT) systems represent the static aspect of managing knowledge, facilitating communities of practice is human-centred and hence more dynamic. The Staff College should position itself to take the lead in facilitating virtual and real communities across agencies with a view to sharing best-practice and, more importantly, address emergent issues by identifying and making available best resources within the system.

7. Providing Proactive Leadership and Co-ordinating Role to Ensure Innovative and Leading Edge Approaches to Learning Systems and Methodologies, Including Distance Learning

(a) Moving collaboration from the level of individual initiatives to a managed dynamic network

66. The discussions, especially with the Learning Chiefs, revealed that each of the organisations is struggling with finding and developing learning systems and learning methods that are appropriate for staff development in the UN system. The group has been realising benefits of collaboration and sharing experiences with new methods and learning systems, principally through email exchanges, locally-organised information sessions, as in the case of Geneva-based organisations and to a degree the Learning Chiefs' Forum. These activities are typically the results of individual initiatives.

(b) Special attention should be paid to sharing knowledge on new learning methods, on existing learning programmes and on distance learning

67. There is significant recognition that the Staff College could play a very important role to ensure that the Learning Chiefs are aware of or are familiar with leading methods, and systems of learning that are appropriate to the UN system and/or that have been tested by colleagues. In doing so, the Staff College should be building on and working with the group of Learning Chiefs to harness the energies that are the basis for the individual initiatives.

68. Leadership and co-ordination is also needed to build and maintain knowledge about key training services and products that are being developed or implemented in different parts of the system. The Evaluation Team heard about similar products and services being delivered in apparent isolation. While the precise objectives and focus of these training services will differ within the system, a common knowledge-base of existing services, best-case examples as well as failures, will help each to deliver its service more effectively and improve quality. We heard of examples where a training design team was able to build on work done by others and produce a high quality product within a shorter time frame and at lower cost. Presently, such an approach requires initiative as well as contacts throughout the system and personal knowledge of who-does-what. The Staff College has taken some initiatives with the Learning Chiefs' Forum. However, a more targeted approach, such as using electronic linkages like the web, as well as traditional seminars, can bring important efficiency to the operations of the UN training community as a whole.

69. Another pressing area of need for leadership and co-ordination by the Staff College is the exploitation of open and distance learning and the use of appropriate technology to support it. Interviews revealed that the key agencies are struggling with identifying appropriate open and distance learning techniques as well as appropriate ICT to support their staff training requirements. Some information and experiences are shared on an informal basis, through e-mails and some joint experimentation, especially among the Geneva and New York based-groups. Interviews reveal that the ad hoc nature of these exchanges needs to be channelled into more formal and systematic approaches to allow all to benefit from common experiences and sharing of information, or even leading to joint software or product developments or

procurement, or use of and/or contracting for common distance learning platforms and infrastructure. While the Staff College has taken some steps in this area, namely in attempting the development of a common CD Rom for staff orientation, and while the development of this particular product had problems, most interviewees agree that the Staff College can provide great value in this field.

(c) Operational proposals

70. Given the above, the Evaluation Team finds that the Staff College should take on a leadership and co-ordination role in this area, beginning with work and resource plans to support this function. While the details of such work and resource plans need to be developed by the Staff College and approved by its Governing Board, the Evaluation Team puts forward the following operational proposals:

- One professional person in the Staff College should be assigned full time to this portfolio. Some of the specialised information networking and gathering could well be carried out by consultants with particular expertise and leading-edge knowledge

- The work-plan must be driven by and be responsive to the needs of the stakeholders

- The methods to achieve the knowledge management tasks underlying the needs assessment, information gathering, benchmarking and information dissemination functions will have to be worked out. Among the methods suggested, are well-designed web-based information services, short seminars and in-depth workshops

- In addition to the knowledge management tasks, common product and service or software development or common procurement of software, products or services could possibly become a function within this strand of the workplan for the Staff College – but at a later date in its evolution, so as not to lose focus on core services.

(d) Leadership in using open and distance learning (ODL)

71. In addition to playing a leadership and co-ordinating role in the area of ICT and open and distance learning, the Staff College products and services will benefit significantly from the use of open and distance learning methods. The judicious use of distance learning applications will allow the Staff College to deliver its products and services on a broader scale, improve efficiency and quality and become more inclusive, especially in regard to the professional development of staff outside the various headquarters. Further, it will put the Staff College at par with best practice in professional development in leading global companies and will allow it to play the leadership role that the interviewees indicated they are expecting from it.

(e) Reaching staff in a distributed global system in a timely, efficient and effective way

72. The Evaluation Team suggests that each of the key programme areas be analysed in respect to the contribution that open and distance learning can make to achieve programme goals. A critical criterion for the assessment of ODL learning services relates to the wide geographical distribution and numbers of staff that have common learning needs around the world. Almost one-third of the system's Professional staff (i.e. 4,200) are located in offices with less than 100 staff each in 150 countries around the world while about 10,000 staff are concentrated in about 25 countries (with 100 or more Professional employees each). In other words, the 15,000 Professional staff of the UN system (excluding World Bank and IMF employees) are distributed over about 175 countries around the world. It is evident that ICT-supported ODL will provide many advantages:

- Some of the resources spent on travel, housing and incidentals (estimated at up to $5,000 per person per week-plus event) can be put to use for the development of learning materials

- When not confined to one-off, intensive on-site seminars through the high costs of travel, leadership development across the system can be implemented as an ongoing process, combining on-site seminars with

preparatory and follow-up work and refreshers and networking with ODL. This is a pedagogically proven approach for workplace learning

- Developing a common managerial culture across agencies in UNDAF or humanitarian emergencies for 15,000 Professionals around the globe is a critical and immense undertaking. With face-to-face workshops alone and a limited budget, it will take a long time to achieve the mandate. Well designed ODL applications could achieve a multiplier effect to bring key components of this learning to many more people in a much shorter time

- Most importantly, ODL allows a truly system-wide approach to management development, since staff at Headquarters as well as in field offices can participate.

(f) Making use of existing ICT and ODL resources to develop efficient applications

73. The Evaluation Team realises that different entities of the UN system are already investing to different degrees in distance learning platforms and networks. Some of these applications primarily target clients (e.g. WIPO, WTO and ITU), while others target a mix of staff and clients (e.g. World Bank). Some UN system organisations are already delivering learning to field staff (e.g. UNDP and World Bank); others are exploring software options (e.g. ILO and UPU); or are developing strategic plans. These activities provide a formidable resource for the Staff College's own plans.

74. The Evaluation Team believes that the Staff College should also aim to use already existing ICT networks for its ODL applications. Some of the UN organisations have good private networks with field offices in place and others have aggressive plans to do so. One significant network, the Global Development Learning Network, is under development in partnership between the World Bank, numerous UN entities and client countries. Fifty countries expect to have in place by mid-2002 distance learning centres that are operated to provide continuing professional

education for development stakeholders. Staff College courses can be delivered cost-effectively through those centres.

75. A further resource for the Staff College is the collaboration presented by the ISCC. Through it, the Staff College can find ways of ensuring benefits from preferential pricing treatment for telecommunications services, or access to a central information source about existing infrastructure operated by the different system entities.

(g) Conclusions

76. Given the above, the Evaluation Team finds that the Staff College needs to use ICT and ODL to reach the goals of its own mandate, beginning with work and resource plans to support this function. While the details of such work and resource plans need to be developed by the Staff College and approved by its Governing Board, the Evaluation Team puts forward the following observations:

- The Staff College must ensure that the key programme areas are delivered to UN system staff in a manner that achieves high quality results, uses efficient methodologies, reaches critical staff at Headquarters and in field offices, and shows innovation on a par with other global organisations. In preparation, it should review and develop plans for each of the programme areas using suitable ICT and ODL methods

- The Staff College will benefit from the combined experiences with ODL from across the system and from the use of existing or planned communications networks. In drawing up its ODL plans, it will do well to draw on these experiences and developments

III. A NEW INSTITUTIONAL STATUS FOR A UNITED NATIONS SYSTEM STAFF COLLEGE (UNSSC)

77. It is clear that the future role envisioned for the Staff College constitutes a paradigm shift – a shift from being primarily a training provider to satisfy the needs of individual organisations or groups of organisations to a strategic management development centre for the United Nations system as a whole, facilitating the creation of a cohesive culture through learning, knowledge-sharing and knowledge management and leadership development.

78. The Staff College will thus be well placed to generate and foster commitment to a system-wide shared vision and values with equally system-wide common core competencies, as well as common managerial competencies for the 15,000 – strong professional and senior management personnel in the UN system (excluding the World Bank) located in 175 countries around the globe.

79. To be able to accomplish this new task effectively and qualitatively, the Staff College will have to be transformed both in name and status. In order to give assurance to all members of the system, it should be re-named the United Nations System Staff College, with emphasis on the word "system" so as to leave no doubt about its system-wide joint ownership. Secondly, it should be accorded the status of a permanent institution. The transformation process envisaged by this new approach would be undertaken over a three-year period (2001 – 2003). Accordingly, in this section of our report we will deal with the phased institutionalisation of the Staff College, the installation of a new system of governance based on a Statute approved by the General Assembly at its 55th Session, the issue of funding and finally the related issues of host-country agreement and administrative arrangements.

1. Future Status of the Staff College

80. In requesting that an independent evaluation be made of the activities undertaken by the United Nations Staff College, the General Assembly in operative paragraph 3 of its Resolution 54/228 requested the Secretary-General to submit to it at its 55th session a report which would, inter alia, include "recommendations on the

future status, funding and operations of the Staff College after the conclusion of its pilot phase in December 2000".

81. The issue of a Staff College for the United Nations system is not new of course. It was brought up in 1969 by UNITAR and also by Sir Robert Jackson in his "Study of the Capacity of the United Nations Development system", (DP/5, 1969). The UNITAR initiative in turn resulted in a report dated February 1971 by Mr. Richard Symonds entitled "A Study of the Feasibility of the Establishment of a Staff College to meet the needs of the agencies of the United Nations system", (M/UNITAR/1/71). Some of the main conclusions in that report, which in the view of the Evaluation Team, still retain their relevance after almost thirty years were that:

> ***"Whilst each Agency must remain responsible for the greater part of the training of its staff, inter-agency training is desirable in areas where this would result in an economy of scale, in which inter-agency co-operation is important and in which it is important that similar administrative and management techniques are used.***
>
> ***The Agencies would support and utilise a system which provided short courses mainly for senior staff in management, economic and social development and other fields.***
>
> ***The problems of development and of management and administration are intimately related in the UN System.***
>
> ***The key to the success or failure of what is proposed will lie in the degree of participation of the UN agencies. Unless they have a direct share in planning the programmes their support and cooperation may be inadequate. Similarly, it is unlikely that a Director of adequate calibre will be found or his services retained unless he is given considerable independence."***

82. The arguments in that report were endorsed by the Secretary-General and were persuasive enough to result in a decision by the General Assembly, at its 26th session, to:

> ***"approve in principle the idea of the establishment of a United Nations Staff College and defer consideration of the proposal to set up such a Staff College until its 27th session."***[1]

83. The proposal was indeed again considered by the Assembly at its twenty-seventh session. The ACABQ commented on it in a generally favourable manner while clarifying a number of points (see document A/8935). Among those points was the proposal that the Staff College initially be run on an experimental basis, subject to a careful evaluation at the end of an initial period. The ACABQ assumed in this regard that the General Assembly would undertake the evaluation after not less than two years but not more than four.

84. In the event, however, UNDP felt unable at that time to financially participate in this endeavour and the idea of a United Nations Staff College was deferred. It was not reactivated until 1995 when Secretary-General Boutros Boutros Ghali requested that a feasibility study of the Staff College be prepared by three senior experts. On the basis of that study, the Secretary-General announced on 8 January, 1996 the establishment of a UN Staff College to operate initially as a project with a five-year life span. In October 1998, after two years of operation of the pilot project, the role of the Staff College was considered by the ACC in the preparations for its meeting as follows:

> ***"Responsiveness to a rapidly changing international environment by the organisations of the system must be accompanied by steps to develop a system-wide culture geared to reform and the management of change and to enhancing the collective capacity of the system to address the new cross-sectoral challenges before the international community. The Staff College provides an inter-agency instrument specially suited to furthering these objectives"***[2].

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[1] Adopted by the General Assembly at its plenary session on 21 December 1971

[2] A/54/481, paragraph 21

85. There seems to be no doubt therefore that, from an institutional point of view, the United Nations system is now prepared to favourably consider the idea of establishing a United Nations System Staff College on a more permanent institutional basis. In Section I of this report, the Evaluation Team has offered an assessment of the activities of the Staff College which gives a positive basis for its continuation, particularly in the light of the growing demand for its services. And, in Section II, the Team has submitted a number of proposals on the future role of the Staff College as a more permanent institution.

86. In the light of the above the Evaluation Team concludes that indeed the time has come to set up a United Nations System Staff College on a permanent basis and recommends accordingly. However, a fundamental precondition for the successful operation of the Staff College is the establishment of a system of governance which will ensure the direct involvement of the stakeholders in the design and approval of the programme of work and of the budget of the Staff College. The conclusions and recommendations of the Evaluation Team on this issue of governance are offered in the subsequent paragraphs. Because the proposals made therein entail a revised framework for the management of the Staff College, the Team considers that it would be prudent to test them for an initial period before according them a more permanent sanction.

87. The Team recalls in this regard that a similar proposal had been made 28 years ago by the Secretary-General and the ACABQ. It could be objected that the Staff College has already developed its proof-of-concept status in the five years of its operation as a project. But there are significant differences between the current role and activities of the Staff College and its future role as proposed in the preceding section (Section II), and also between a United Nations Staff College Project with essentially no system of governance and which is essentially a training provider, and a United Nations System Staff College with full ownership of the institution by its participating agencies and programmes and performing the role formulated in Section II above. The Evaluation Team considers that in these circumstances a certain period of time - say three years - will be required for the Staff College to adjust and to test results against the requirements established by the stakeholders. **We recommend**

therefore that a review of the Staff College of the United Nations system be undertaken in 2003 and that the results thereof and ensuing recommendations be submitted through the ACC to the United Nations General Assembly.

2. A New System of Governance

88. The Staff College has, at present, no formal process of governance. We understand the expression "formal process (or system) of governance" in respect of an organisation to mean a system whereby the stakeholders review, approve and provide direction in regard to the overall strategy of the institution, its work programme and its financial requirements.

89. That system does not obtain with regard to the Staff College. In establishing the Staff College in 1996, the Secretary-General created an Advisory Board "to give necessary visibility and provide overall guidance to the Staff College Project", composed at that time of nineteen (now twenty-two) individuals, of whom fourteen (now fifteen) are eminent persons appointed in their personal capacity, and the remainder are ex-officio members. The Chairperson of the Advisory Board was expected to "act as an Adviser to the United Nations and the Staff College Project on matters such as programme development, networking and fund-raising". Obviously this Board, being advisory in nature, cannot be considered as a Governing Board. In any event, the Advisory Board has found it possible to hold only one meeting in its five years of existence. This is essentially because of other conflicting duties and responsibilities of the individuals concerned. In addition to this single meeting, the Advisory Board has on occasion engaged in written consultations. For example, on the occasion of this evaluation the Chairman of the Advisory Board invited members to provide their inputs. We were informed that only five replies were received.

90. In addition to the above, the Director of the Staff College has arranged for consultations at the more technical level with the users, or possible users, of the Staff College products. Thus, a system-wide training needs analysis took place in the Staff College in early October 1998 and was attended by representatives of the United Nations four largest specialised agencies, most although not all development group

organisations, the WTO/UNCTAD/ITC, one of the smaller agencies and a number of other organisations. The conclusions reached at this meeting were incorporated in a Staff College document "UN Training Needs Analysis: Main Conclusions" already referred to in Section I above, setting out five criteria for defining Staff College priorities and four product areas within which activities should be developed. The five criteria for defining priorities were (1) UN system reform-related; (2) provision of added-value and quality (3) issues to be cross-organisational; (4) do few things, but do them well; and, (5) cost effectiveness. The four product areas identified were training, executive fora, expert services, and Clearing House activities.

91. Another means of user consultation which has developed over time has been the meetings of UN Learning Chiefs, of which three have been held. A further meeting is scheduled for December 2000.

92. As already reported in Section I above, the Evaluation Team ascertained that there was a wide range of views among the users regarding the effectiveness of these consultations. All of them felt that they had been useful as a means of communicating their views to the Staff College. However, different views were expressed as to the degree of receptivity by the Staff College to those views. However useful these consultations have been, they can in no way be considered as a system of governance as defined above.

93. The Evaluation Team therefore, considers that a precondition for the establishment of the UNSSC as a permanent institution is the putting into effect of a system of governance in which the Staff College will be accountable to its users. Under that system of governance:

(a) The work programme and budget of the Staff College would be reviewed and approved by a Board, appointed by the Secretary-General of the United Nations in his capacity as Chairman of the ACC, and representing the user organisations and also some outside expertise. The Board would normally meet once a year

(b) A more technical input by users to the work of the Staff College would be provided by a Steering Committee composed of Human Resources Directors of all the organisations represented at the ACC. This

Steering Committee would meet at least once a year to review the preparation of the biennial work programme and budget of the Staff College and to prepare the annual meeting of the Board.

94. The Board envisaged in (a) above should of course be duly representative of the users. The Team is of the view that the Secretary-General as Chairman of the ACC should have considerable flexibility in the choice of Board members. Nevertheless, we suggest that a pattern along the following lines, which would be subject to a two-year rotation period, might be appropriate:

- A Chairperson (who should be a member of the ACC)
- One representative of the host country
- One representative of the United Nations
- Two representatives of the major specialised agencies
- Two representatives of the Development Group Organisations
- One representative of the other specialised agencies
- One representative of either UNU or UNITAR
- One representative of the Bretton Woods institutions
- The Chairperson of CCPOQ
- Three representatives of non-governmental bodies with special expertise in learning systems and knowledge management
- The Director of the Staff College as an ex-officio member and Secretary of the Board

95. The fact that a member of ACC would be the Chairperson would require that representation on the Board be at a very high level.

3. Funding

96. The Staff College will thus be accountable to the Board. It is equally necessary that the Board be responsible for governing the Staff College in both programmatic and financial terms. Although a suggested general framework for the Staff College's programme has been put forward in Section II above, the Board will

need to develop it into specific plans and activities in biennial budget programme format showing the full resource requirements regardless of the sources. In this connection it is important that the issue of the financial responsibility of the Board be more precisely defined.

97. At present, the Staff College is financed in its entirety by voluntary contributions. According to information it provided, total income received over the four-year period, 1996 – 1999, was as follows (US$):

1996	1997	1998	1999
4,103,732	4,340,988	3,773,991	3,915,820

98. Income for the year 2000 was projected, as of August 2000, at about $5,200,000.

99. Of the total income of $16,134,531 thus received over the four-year period 1996-1999, 46.3 percent had been contributed by governments, 44.2 percent by participating UN organisations and the remaining 9.5 per cent by foundations and other private sector sources. A breakdown of the contributions of organisations is most revealing: about 90 percent has come from the UN and its programmes and funds while only about 10 per cent has been contributed by the agencies including the World Bank and the IMF.

100. Income received from participating organisations was almost entirely in the nature of cost recovery in respect of the participation by staff of the agencies concerned in training and learning activities organised by the Staff College. Given the proposed new role of the UNSSC and the governance system to be set up, there is little doubt that utilisation will increase, thus raising the quantum and share of the contribution of agencies. As regards contributions by governments, the Evaluation Team was advised that $4,175,050 or about 55.9 per cent was tied to specific activities, while the remaining $3,297,602 or 44.1 per cent was in the nature of untied contributions to the core budget of the Staff College.

101. Bearing in mind the current status of the Staff College as a time-limited project and the absence of a system of governance, the financial picture described

above calls for no special comment as to the past except that it confirms the need for broader-based support within the UN system. However, if as recommended above, the Staff College is to become a more permanent feature of the United Nations system, some thought will need to be given to placing its financial structure on a firmer basis. Quite naturally, the ideal financial picture would be one of complete cost recovery in which fees charged for services rendered would cover, not only direct cost of such services, but also the inevitable overhead of central management and basic infrastructure. However, the Evaluation Team is not entirely satisfied that this is possible under current conditions, and believes that consideration should be given to the principle of cost-sharing among the participatory organisations in respect of a minimum central infrastructure, comprising perhaps some six posts and related administrative support. In deciding on these matters, the Board will need to take into account inter alia the following considerations:

(a) Over the four-year period, 1996-1999, core contributions have represented 28.9 per cent of total income received. For 1999, core contributions amounted to $1,533,246; the expected amount for 2000 is $2,800.000

(b) Current bilateral country donors may well be of the opinion that a commitment by the UN system to a more permanent Staff College should be reflected by at least a minimum standing contribution by the system towards the costs of the institution

(c) The establishment of a new institution should to the extent possible not give rise to additional cost, but rather to a redeployment of existing resources. Given that resources in the UN system now devoted to training can be estimated as being in the area of $80 to $100 million per annum, it should not prove inconceivable – given the necessary will – to redeploy perhaps three to four percent of this amount to provide necessary core support to the Staff College. From the point of view of budgetary technique, there seems to be no reason why this core support could not be reflected in the budgets of the participating agencies, in the same way as the ICSC, for example, is currently dealt with. That is, in the case of the United Nations, the programme budget

would include for reference purposes, the programme of work and the entire costs of the Staff College, but an appropriation from the General Assembly would be sought only in respect of the UN share of those costs

102. The Evaluation Team believes the participating agencies should consider financing the core costs of the Staff College. The manner in which this should be done, and the related formula for cost-sharing, should be considered by the Board with a view to providing a final recommendation thereon to the General Assembly and to the governing bodies of the participating agencies by the end of 2003. In the meantime, no change is suggested to the current financial arrangements of the Staff College. The Evaluation Team trusts that, throughout this period, the generous support provided to the College by Member States, local government and non-governmental institutions, will continue as new arrangements are put in place.

4. Related Issues: Administrative Arrangements, a Statute, a Host-Country Agreement

103. In setting up the Staff College as a five-year project, the Secretary-General placed it in Turin, on the campus of the International Training Centre of the ILO. In so doing, he took into account the cross-fertilisation and mutual advantage arising from interaction with the ITC/ILO, which in 1996 already had a long tradition as a well-established and successful training institution in the United Nations system. This substantive relationship has indeed been beneficial, and the Evaluation Team believes it should be maintained. At the same time, however, it would be appropriate to review current administrative arrangements to take into account the proposed changes in the status of the Staff College.

104. The Evaluation Team understands, in this regard, that the present arrangements (involving provision of administrative support by the ILO), while not devoid of problems, appear to have worked generally well. They do, however, reflect a contractual relationship between the Director of the Staff College and the Director-General of the ILO. They also provide for administrative servicing to be conducted in

accordance with ILO financial regulations and rules, as may be modified to apply specifically to the ILO Training Centre. The Evaluation Team considers that, on balance, administrative support should henceforth take into account the proposed autonomous nature of the Staff College as an activity of the United Nations system, enjoying an independent legal status and reporting to a Board designated by the Secretary-General in his capacity as Chairman of the ACC. Consistent with this new status, and bearing in mind the precedent of UNICRI (which is also established on the campus of the ILO Training Centre), the Evaluation Team suggests that the Staff College should, with effect from 1 January 2002, be administered by the United Nations on behalf of all participating agencies and in accordance with United Nations staff and financial regulations and rules. This would also be consistent with the new budgetary process recommended above. These, and other features consistent with the increased autonomy now devolving upon the Staff College, will need to be reflected in an agreement to be drafted and negotiated with the host country.

105. The administrative arrangements should respect the distinct autonomous character of the new Staff College while at the same time placing it in a sound and supportive framework of administrative regulations, rules and procedures. Some of the features of these administrative arrangements are suggested hereunder.

106. As regards personnel management, it should be possible to delegate authority to the Director of the Staff College to appoint, promote and terminate staff of the Staff College, having regard that their service would be limited to that Staff College. Authority for decisions on disciplinary matters and appeals would be reserved to the Secretary-General of the United Nations. The Director and the staff of the Staff College would be subject to UN Staff Regulations and rules and to the common system of salaries and allowances. The UN would conduct recruitment at the request and on behalf of the Director of the Staff College and would administer the staff so recruited.

107. "Administration" in this context signifies taking decisions on, and processing of, statutory entitlements under the staff Regulations and rules, and giving effect to decisions taken by the Director regarding the appointment, promotion and separation of personnel recruited for service with the Staff College.

108. The recruitment of staff would bear in mind the provisions of Article 101, Paragraph 3 of the Charter. The Evaluation Team notes, in this regard, that the current geographical balance of the staff of the Staff College should be broadened.

109. As regards financial management, the UN would maintain the accounts of the Staff College as a distinct institution for accounting purposes. It would disburse funds (including payroll), provide internal and external audit services, open bank accounts at the request of the Director of the Staff College, receive and post contributions and approve payments certified by the Staff College. The formulation, review and approval of the Staff College budget would be in the purview solely of the Staff College, its Board and the ACC. Certification of expenditure would be within the authority of the Director of the Staff College, or his or her authorised representative.

110. The UN would be reimbursed for the administrative services rendered to the Staff College and described in the above paragraphs. The level of reimbursement would be determined from time to time in consultation between the United Nations Controller and the Board of the Staff College. Any such reimbursement would be considered as part of the core costs of the Staff College.

111. As regards provision of office and conference space for the Staff College, the Evaluation Team notes that, in the case of UNICRI, the host country is providing the necessary accommodation and facilities free of cost to UNICRI as part of its obligations under the relevant agreement between the Italian government and the United Nations. As mentioned above, an agreement reflecting the new status of the Staff College will most probably need to be negotiated and drafted with the host country. It is too early to conjecture on the content of that agreement. For the time being, the Evaluation Team assumes that the ILO would continue to provide and maintain necessary space for the Staff College on a rental basis, and that as a medium-term objective the Italian government will provide the UNSSC with accommodation and facilities that befit its new status.

112. Elements of a possible Statute of the Staff College, incorporating the principles and arrangements proposed in this section of the report, are in Annex III.

IV. OPERATIONAL STRATEGY AND PROGRAMME FRAMEWORK FOR THE INSTITUTIONALISED UNSSC

113. The implementation of the proposals put forward in Sections II and III of this report calls for proactive strategic direction on the part of the stakeholders of the Staff College on the one hand, and the staff of the institution on the other. It also requires a well organised network and extensive and intensive co-ordination.

114. As we have repeatedly emphasised, the Staff College must be in the vanguard of change within the UN system. It must lubricate and propel the change process. Without a proactive institutionalised Staff College performing effectively the new role assigned to it, the reform process will neither be internalised nor sustainable. And without a dynamic and irreversible process of reform, the Staff College will not grow, rather it may wither away.

115. To ensure dynamism and sustainability and full inter-agency co-ordination and ownership, the Governing Board will need to be assisted by an Inter-Agency Technical Steering Committee. This should be composed of Directors of Human Resources Development who have both competence and a broad perspective and are therefore in a position to work out high quality programmes. Over time, they will accelerate the transformation of the Staff College into a UN system-wide centre for learning, knowledge management, and leadership. Finally, this should help the Staff College to become a forum for developing a cohesive common management culture for the entire system.

116. To this end, three interrelated activities are called for. They are:

1. Phasing out, re-orientating and realigning on-going programmes and activities;

2. Preparing a three-year rolling programme; and

3. Moving towards the permanent status.

1. Phasing out, Re-orientating and Realigning On-going Programmes

117. If the General Assembly agrees to our recommendations that the Staff College Project be transformed into a permanent institution to be called United Nations System Staff College (UNSSC) and be allowed three years (2001-2003) for its transformation from a project into an institutionalised entity, it is essential that the approval should be accompanied by a Statute for the Staff College so that the transformation process can be launched in earnest at the beginning of 2001. As already indicated in the preceding section, a draft Statute is attached as Annex III to this report.

118. Accordingly, the Staff College will enter a new stage in its evolution on January 1, 2001. During the first quarter of the year, two crucial actions must be initiated. The first is constituting and setting up its Governing Board by the Secretary-General after consultation with the ACC while the second is for the Director of the Staff College and his staff to launch a consultative process involving the Directors of Human Resources Development in all the agencies to review existing programmes and activities with a view either to phase them out during the transformation phase or reorientate and realign them so as to ensure that they conform with our recommended paradigm shift. The well-established relationships with key clients of the Staff College which have sponsored the activities must be exploited to the full so as to ensure that the new objectives are in no way compromised. The results of these consultations will be reflected in the three-year rolling programme to be submitted to the Inter-Agency Technical Steering Committee (IATSC). In other words, one of the documents which should be submitted to the inaugural meeting of the Governing Board is a comprehensive paper on the outcome of the consultative process regarding the future of the current commitments of the Staff College in the light of the new mandate together with the recommendations of the IATSC.

2. Preparing a Three-year Rolling Transformation Programme

119. It is also essential that the Staff College Director and the IATSC simultaneously embark on the consultative process for the programme for the three-

year transformation period which will incorporate reoriented and reformulated on-going programmes and activities with the new programmes and activities that have been drawn up on the basis of our recommendations on the future role of the Staff College in Section II. There is no doubt that not all the components of this role can be embarked upon at the same time. Prioritisation is imperative. The actualisation of the different components of the future role of the UNSSC must inevitably depend on its capacity to provide timely and professional support and service based on current and evolving needs of the system. This will require that the following four measures be undertaken.

120. First, a decision has to be taken as to the starting point from where the new role should manifest itself. It seems to us, for example, that a focus on strategic leadership and management development will constitute a new beginning. It will enable the Staff College to develop appropriate programmes that will encompass management development, strategic leadership and a cohesive common management culture and values for the entire system at three levels – new and recent entrants into the system, middle management and senior and executive management.

121. Other priority areas such as knowledge management, sharing knowledge on new learning methods and playing a pivotal leadership and co-ordination role in the area of Open Distance Learning (ODL), playing a networking and Clearing House role and building collective capacity in strategic leadership and management, are no less important. The rolling programme will no doubt cover all of them and more but the Staff College must follow the path of prudence by beginning to play its new role in those areas where it has comparative advantage. Nevertheless, some of these areas, especially ODL and ICT, will enable the Staff College to achieve its new goals.

122. Second, there will be a need to further review the organisation, staffing and professional capabilities and competencies of the Staff College. While a lot has already been done in this regard, particularly since 1998, there is a perception among some of its stakeholders that the Staff College needs a more effective management machinery, and that except in the areas of UNDAF, peace-keeping and training of Resident Co-ordinators, much still remains to be done in building a reputation for high standard performance. Of course, some of these views are contestable but, as it will be appreciated, perceptions are so important that they cannot be ignored.

123. It must, of course, be emphasised that the organisations of the UN system will deserve the Staff College that they get. If they want highest quality standards they must be generous in their funding of the Staff College. Therefore, the Staff College must have adequate resources to attract some of the best in the field. Staff Colleges all over the world do not have full complements of their human resources. They are satisfied with core staff so as to have the freedom to enrich their programmes by recruiting for limited periods (months, weeks, days or even hours) the right calibre of people from anywhere in the world whose presence and association ensures the delivery of the best service and programme.

124. Third, there is a need to have approved learning programmes and to develop high quality pedagogical materials. It is also very important that all stakeholders should be prepared to make available some of their best and most effective and innovative experts and managers to assist in the development and delivery of programmes. Good professional preparation will manifest itself in the publication and advance circulation of the prospectus of the various courses and programmes which provide detailed contents of the curricula and identify who does what. It cannot be over-emphasised that for the Staff College to be perceived as being successful, it must provide world class delivery by internationally-known resource persons drawn from different parts of the world. Indeed, these prospectuses should be subjected to the scrutiny of IATSC and have the approval of the Governing Board.

125. Finally, in preparing this rolling programme, every effort must be made to establish a linkage between each management development programme and staff career development. Establishing a widely-known understanding that promotion to a certain level of position in the system requires, inter alia, successful participation in a particular level of management development, strategic leadership and a cohesive common culture programme, will be a very important motivator. For example, it could become a requirement that further career appointments for new entrants or recent recruits, should be conditional on the successful completion of the three-four year induction programme. In addition, consideration should be given to making the Staff College part of the career path of professional and senior management.

126. Such linkages would advance the progress of achieving the objectives of both leadership and management development as well as laying the foundation for building

collective capacity by covering a critical mass of individuals and teams that can eventually transform the respective organisations and the system as a whole. They will also enable the Staff College to plan realistically as it will be able to estimate accurately the number of potential candidates for each of its programmes and to select and develop the most cost-effective learning systems.

127. If these four measures are adopted and implemented, assessing the UNSSC at the end of the three-year transformation phase and subsequently will be relatively easy.

3. Moving Towards Permanent Status

128. The task that UNSSC is expected to perform and discharge successfully during the next three years is indeed formidable. We must, however, not forget what we proposed in Section III regarding the modus operandi for funding the Staff College after this period. There must be a formula agreed by the ACC based on the recommendation of the Governing Board of the Staff College and this should be submitted to the General Assembly in 2003.

129. The General Assembly must also be advised of the status of the host-country agreement between the United Nations, on behalf of the Staff College, and the Italian Government, and of the administrative arrangements for the Staff College.

130. If all these conditions are satisfied by 2003, the UNSSC will be well and truly on its way to fulfil its destiny to play a strategic role in the development of the UN system. It would, without doubt, have earned its right to become an integral part of the system, adding value to each agency.

Annex I

List of Senior Officials Consulted During the Evaluation Process

Member Countries

Italy

Consigliere Giovanni Brauzi
Permanent Mission of Italy to the United Nations, New York
Consigliere Franco Giordano
Coordinatore Multilaterale, Direzione Generale per la Cooperazione allo Sviluppo
Ministero degli Affari Esteri
Ministro Francesco Rausi
Capoufficio Multilaterale, Affari Politici
Ministero degli Affari Esteri
Consigliere Marco Ricci
Capoufficio Multilaterale, Cooperazione
Ministero Affari Esteri
Ambasciatore Giorgio Giacomelli
Former Director-General of UNOV

United Kingdom

Mr. Gerry Duffy
Deputy Head, UN & Commonwealth Department
Department for International Development
Ms. Charlotte Scawen
Programme Officer
Department for International Development
Mr. John V. Stuppel
Head of Food Aid and Food Security
Department for International Development

ACABQ

H.E. C.S.M. Mselle
Chairman

UNITED NATIONS

Ms. Louise Fréchette
Deputy Secretary-General
Sir Kieran Prendergast
Under-Secretary-General
Department of Political Affairs

Mr. Kensaku Hogen
Under-Secretary-General
Department of Public Information
Mr. Joseph Connor
Under-Secretary-General
Department of Management
Mr. Patrizio Civili
ASG for Policy, Co-ordination and Inter-Agency Affairs
Department of Economic and Social Affairs
Ms. Rafiah Salim
Assistant Secretary-General
Office of Human Resources Management
Mr. John G. Ruggie
Assistant Secretary-General
Executive Office of the Secretary-General
Ms. Jan Beagle
Director, Specialist Services Division
Office of Human Resources Management
Mr. Qazi Shaukat Fareed
Director, Office for Inter-Agency-Affairs
Department of Economic and Social Affairs
Mr. Salim Lone
Director, News and Media Services Division
Department of Public Information
Mr. Derek Boothby
Former Director, Department of Political Affairs
Mr. Michael Moller
Principal Officer, Office of the Under-Secretary-General
Department of Political Affairs
Mr. Tapio Kanninen
Senior Officer, Policy Planning Unit
Department of Political Affairs
Mr. George D'Angelo
Consultant, Department of Political Affairs
Ms. Valerie de campus Mello
Political Affairs Officer, Office of the Under-Secretary-General
Department of Political Affairs
Ms. Sandra Haji-Ahmed
Chief, Staff Development Services
Office of Human Resources Management
Mr. Kazumi Ogawa
Department for Peace-Keeping Operations
Mr. Ramesh Rajasingham
Humanitarian Affairs Officer, Information Management Services Branch
Office for the Co-ordination of Humanitarian Affairs
Ms. Gay Rosenblum-Kumar
Department for Economic and Social Development

UNDGO

Mr. Alan Doss
Director
Ms. Ameerah Haq
Associate Director
Ms. Heidi Swindells
Associate Director
Ms. Juri Oka
Project Officer

UNOG

Mr. Vladimir Petrovsky
Under-Secretary-General and Director-General
Ms. Lisa Buttenheim
Senior Political Adviser
Mr. Ian Green
Chief of Training

UNOV

Mr. Carl Marsh
Chief, Staff Development and Training Unit

Specialised Agencies

IAEA

Mr. Dieter Goethel
Director of Personnel
Mr. Ian Fenn
Staff Development Specialist

ILO

Mr. Juan Somavia
Director-General
Ms. Maria Angelica Ducci
Director, External Relations and Partnerships
Mr. Eugueni Davydov
Bureau for External Relations and Partnerships
Ms. Theresa Betchov Heidrich
Head, Training/Coaching Unit, HR Development
Mr. François Eyraud
Chief, Career Development and Resourcing Branch
Ms. Maria Minovez
Career Development and Coaching Unit

Ms. Anna Maria La Rosa
Legal Advisor to the Office of the ILO

International Training Centre of the ILO

Mr. J. François Trémeaud
Assistant-Director-General and ITCILO Director
Mr. Giulio Piva
Deputy Director
Mr. Eric Maertens
Executive Assistant to the Director
Mr. Peter Jones
Treasurer
Mr. Frans Lenglet
Director, Training Department

FAO

Mr. Douglas Smith
Chief, Staff Development and Training
Ms. Rachel Mayanja
Director, Personnel Division

UNESCO

Mr M. Aït Si Selmi
Director, a.i., Office of Human Resource Management
Mrs. Haruko Hirose
Director, Division of Decentralization and Field Co-ordination
Mr. C. Goodwin-Diaz
Director, Bureau of the Budget
Mrs. Géneviève Rouchet
Director, Bureau for Extra-budgetary Funding
Mr. Shawn Hand
Chief, Division of Human Resources Planning Section
Mr. Jules Mailhot
Chief, Staff Training Section
Mr. A. Elhassan
Chief, Section of Intergovernmental Organizations

WHO

Mr. Denis Aitken
Special Adviser to Director-General
Mr. A. Terence Slater
Director, Department of Human Resources Services
Dr. Bill Kean
Director, ECP
Mr. Derek Deane
Director, ECP

Ms. Helen Robinson
Co-ordinator, Staff Development and Training
Mr. Lars Tillfors
External Relations Officer, ECP

WORLD BANK

Mr. Vinod Thomas
Vice President
Mr. John Middleton
Director, Distance Learning and Global Outreach
Ms. Catherine Kleynhoff
Operations Care Services Department
Mr. David Potten
Business Development Manager
Mr. Paul Mitchell
External Affairs Officer

IMF

Mr. Chorng-Huey Wong
Senior Advisor

ITU

Mr. Roberto Blois
Deputy-Secretary-General
Ms. Akiko Kojima
Head, Training Section
Mr. Dirk Jan Goossen
Chief, Personnel and Social Protection Department

WIPO

Mr. Jean-Marc Guiramand
Head, Staff Development Section

IFAD

Mr. Fawzi H. Al-Sultan
President
Ms. Margaret Simon
Director, Personnel Division

UNIDO

Mr. Nilmadhab Mohanty
Managing Director and Director, Human Resource Management (ad interim)
Mr. Saburo Takizawa
Controller, Financial and Performance Control Branch

Ms. Sandra Hochegger
Training Officer

United Nations Programmes and Funds

UNAIDS

Dr. Kathleen Cravero
Deputy Executive Director
Joint United Nations Programme on HIV/AIDS
Mr. Philippe Gasquet
Training Officer, Department of Programme Administration
The Joint United Nations Programme on HIV/AIDS

UNCTAD

Mr. Carlos Fortin
Deputy Director-General
Mr. John Burley
Head of Resources Management Service
Ms. Natalia Myronenko
Personnel Officer, Resources Management Services

UNDCP

Ms. Sandra Valle
Chief, Office of the Executive Director
Ms. Carston Hyttel
Project Management Officer

UNDP

Ms. Rosina Wiltshire
Chief, Learning Resource Centre
Mr. Richard Oiver
Regional Coordinator, UNDP Georgetown, Guyana

UNFIP

Mr. Amir Dossal
Executive Director

UNFPA

Ms. Neelakanthi Jayaratnam
Chief, Training Branch
Division for Finance, Planning and Administration
Ms. Kerstin Trone
Officer-In-Charge

Mr. Ian Howie
Chief, Office of Personnel and Training

UNHCR

Mr. Michael Alford
Chief, Staff Development Section
Mr. John Horekens
Director, Division of Communication and Information

UNICEF

Ms. Nora Godwin
Chief, Organisational, Learning and Development Section, OLDS
Mr. T. McDermott
Director, Division of Personnel

UNITAR

Mr. Marcel Boisard
Executive Director
Ms. Isabel Hubert
Co-ordinator, International Affairs Training Programmes

UN/OHCHR

Ms. Mary Robinson
High Commissioner for Human Rights
Mr. Gianni Magazzeni
Geographic Teams Leader (Activities and Programme Branch)
Ms. Maria Luisa Silva
Secretary, Project Review Committee
Mr. Scott Jerbi
Front Office Staff
Ms. Kitty Arambulo
Support Service Branch (Economic, Social and Cultural Rights Committee)

WFP

Ms. Arlene Mitchell
Chief, Career and Planning Development and
Management Branch
Ms. Diane M. Dufresne-Klaus
Director, Personnel and Administrative Services
Mr. Imram Riza
Chief, Inter-Agency Affairs Branch
Mr. Carlo Scaramella
Senior Programme Adviser
Mr. M. Zejjari
Director, Africa Division

ACC Sub-organs

CCAQ/PER

Mr. Roger Eggleston
Secretary

CCAQ/FB

Mr. Peter Leslie
Secretary

CCPOQ

Mr. Eckhard W. Hein
Secretary
Ms. Susan Toh
Programme Officer
Mr. Dieter Goethel
Chairman

ICSC

Mr. Jerry L. Barton
Principal Officer and Secretary
Information Systems Co-ordination Committee

IOM

Ms. Virginia Guerrero
Head of Staff Development and Training

IFRC (International Federation of Red Cross and Red Crescent)

Ms. Sylvie Gelin
Training Officer

Annex II

Overview of Activities

The following statistical summary has been collated from various files and records to reflect the activities of the UN Staff College for the period 1996-2000.

Period 1996-1998

		No. Activities	No. Participants
Economic and Social Development	**1996**	21	211
	1997	26	337
	1998	27	518
Total 1996-1998		**74**	**1066**

		No. Activities	No. Participants
Coordination	**1996**	11	379
	1997	16	385
	1998	8	160
Total 1996-1998		**35**	**924**

		No. Activities	No. Participants
International Peace and Security	**1996**	6	123
	1997	12	247
	1998	6	108
Total 1996-1998		**24**	**478**

		No. Activities	No. Participants
Management for Organisational Change and Distance Learning	**1996**	8	297
	1997	9	191
	1998	14	185
Total 1996-1998		**31**	**673**

Total 1996		46	1010
Total 1997		63	1160
Total 1998		55	971
Grand Total 1996-98		**164**	**3141**

Period: January 1999 to May 2000

		No. Activities	No. Participants
Resident Co-ordinator System Training	**1999**	6	87
	2000	9	315
Early Warning & Preventive Measures: Building UN Capacity	**1999**	10	176
	2000	4	129
Human Rights Training	**1999**	3	36
	2000	2	47
Training for African Peace Initiative	**1999**	2	35
	2000	-	-
UN and Business: Partners in Action	**1999**	-	-
	2000	2	27
Facilitator Learning: Training for Trainers	**1999**	-	-
	2000	2	29
Distance Learning (design meetings)	**1999**	6	37
	2000	4	30
Communication Training (design meeting)	**1999**	-	-
	2000	1	8
Chiefs of Learning	**1999**	1	27
	2000	-	-
Expert Services (e.g. customized agency training in project management, Italian Diplomats, etc.)	**1999**	22	271
	2000	1	44

Total 1999		**50**	**669**
Total to May 2000		**25**	**629**

Period: June-December 2000 (Projected)

		No. Activities	No. Participants
Resident Co-ordinator System Training	**2000**	30	1300
Early Warning and Preventive Measures: Building UN Capacity	**2000**	6	260
Human Rights Training	**2000**	4	65
UN and Business: Partners in Action	**2000**	6	60
Distance Learning	**2000**	8	160
Induction Training (on-going) - design and development	**2000**	1	
Communication	**2000**	2	28
Expert Services (customised training), UNICEF, IAEA	**2000**	2	24
Joint Activities ITC/ILO/UNSCP	**2000**	2	24
Learning Forum UN Chiefs of Learning	**2000**	1	25
Total (June-December) (Projected)		**62**	**1946**

Annex III

Elements of a Possible Statute of the Staff College

Article I – Purpose

The General Assembly of the United Nations, on the recommendation of the Administrative Committee on Co-ordination (hereafter ACC), hereby establishes the United Nations System Staff College (hereafter Staff College) as a learning, strategic leadership and management development institution for the staff of the United Nations system, and as a proactive forum for the development of a common management culture and of shared values for the system.

Article II – Objectives

1. The Staff College shall serve as a distinct system-wide knowledge management and learning institution, with a view to fostering a cohesive management culture across the United Nations system. It shall provide strategic leadership and management development for international civil servants with a view to strengthening collaboration within the system in areas that cut across lines of organisational responsibility, to increase operational effectiveness, to enhance co-operation with Member States and non-governmental organisations, and to develop a more cohesive system-wide management culture.

2. The Staff College shall carry out its activities on the basis of the perceived needs expressed by the agencies of the United Nations system, and in close co-operation with training and learning institutes and similar bodies within the United Nations system. It may also collaborate with relevant entities outside the system.

Article III – Location

The Staff College shall be located in Turin, Italy.

Article IV – Governing Board

1. A Governing Board (hereafter referred to as "the Board") is hereby established.

2. The Board shall be composed of fourteen persons appointed by the Secretary-General of the United Nations in his capacity as Chairman of the ACC, and taking into account the need for a wide representation of the participating agencies. Members shall serve for two years from the date of the first Board meeting in which they participate, and shall be eligible for reappointment for not more than one additional term.

3. In addition to the above, the Director of the Staff College shall act as ex officio member and Secretary of the Board.

4. The Board shall

(a) Formulate general policy for the activities of the Staff College;

(b) Consider the work programme and budget, on the basis of proposals submitted by the Director, and make recommendations thereon to the ACC;

(c) Consider ways and means of enhancing the financial resources of the Staff College with a view to ensuring the effectiveness and continuity of its operations;

(d) Evaluate the activities of the Staff College and report thereon to the ACC;

(e) Make an annual report to the ACC.

5. The Board shall meet at least once a year. It shall adopt its rules of procedure, which shall be consistent with the provisions of this Statute.

6. Organisations of the United Nations system may be represented at meetings of the Board in respect of activities of interest to them under such conditions as may be established in the rules of procedure of the Board.

7. The Board may also invite representatives of management development institutions not in the United Nations system to attend its meetings.

Article V – Interagency Technical Steering Committee

The Board shall be assisted by an Interagency Technical Steering Committee made up of Directors of Human Resources Development in the agencies of the United Nations system. The Interagency Technical Steering Committee shall meet at least once a year.

Article VI – Director and Staff

1. The Director of the Staff College shall be appointed by the Secretary-General of the United Nations after consultation with the ACC.

2. The Director shall be responsible for the management of the Staff College in accordance with directives issued by the Board. The Director shall *inter alia*

(a) Submit the work programme and budget of the Staff College to the Board for its consideration;

(b) Oversee the execution of the work programme and budget of the Staff College as adopted by the appropriate legislative bodies;

(c) Submit to the Board annual and ad hoc reports on the activities of the Staff College and the execution of its work programme;

(d) Appoint and direct the staff of the Staff College;

(e) Co-ordinate the work of the Staff College with that of related organs of the United Nations system, and of relevant institutions outside the system;

(f) Negotiate such arrangements, including those with Governments, as may be appropriate with a view to offering and receiving services related to the activities of the Staff College;

(g) Seek appropriate funding for the implementation of the work programme of the Staff College;

(h) Accept, subject to the provisions of Article VII of this Statute, voluntary contributions to the Staff College.

3. The staff of the Staff College shall be appointed by the Director under letters of appointment signed by him or her and limited to service with the Staff College. The staff shall be responsible to the Director in the exercise of their functions.

4. The terms and conditions of service of the Director and his staff shall be those provided in the Regulations and Rules of the United Nations, subject to such special arrangements as may be proposed by the Director and approved by the Secretary-General in his capacity as Chairman of the ACC.

5. The Director and the staff of the United Nations Staff College shall be officials of the United Nations within the meaning of Article 105 of the Charter of the United Nations.

Article VII – Associate Collaborators and Consultants

1. The Director may designate a limited number of well-qualified persons to serve as Associate collaborators of the Staff College. Associate collaborators shall be permitted to pursue their work at the United Nations Staff College and shall be expected to provide advice and assistance in matters related to the work programme of the Staff College.

2. Associate collaborators shall be designated in accordance with criteria and procedures established by the Director and approved by the Board. They shall not be considered to be members of the staff of the Staff College.

3. The Director may arrange for the services of consultants for special assignments in connection with the work programme of the Staff College.

Article VIII – Financial matters

1. The financial period shall be a biennium, of which the first calendar year shall be an even-numbered year.

2. The Director of the Staff College shall prepare the programme and budget for the following biennium, showing projected income and expenditure for each year of the biennium. The Director shall dispatch the proposed programme and budget to members of the Board at least six weeks before the session of the Board at which the programme budget is to be considered.

3. The Board shall consider the proposed programme budget and shall make recommendations thereon to the ACC. The programme budget, as approved by the ACC, shall be forwarded to the legislative bodies of the participating agencies for such action as may in each case be appropriate.

4. There shall be established a Fund for the Staff College, to which income shall be credited and expenditures charged.

5. The resources of the Staff College shall comprise

(a) Such contributions as may be approved by the legislative bodies of the participating agencies;

(b) Voluntary contributions from Member States, local government authorities, non-governmental organisations and other sources;

(c) fees for services rendered.

6. The accounts of the Staff College shall be maintained by the United Nations. The United Nations shall also provide internal and external audit services.

Article IX – Administrative Support

The United Nations shall provide the Staff College with appropriate administrative support. The Staff College shall reimburse such support at a level which shall be determined from time to time in consultation between the United Nations and the Board of the Staff College.

Article X – Status and Authority

1. The Staff College, as part of the United Nations, shall enjoy the status, privileges and immunities provided in Articles 104 and 105 of the Charter of the United Nations and related international agreements concerning the status, privileges and immunities of the Organisation.

2. The Staff College may, under the authority of the Director, enter into contracts with organisations, institutions or firms for the purpose of carrying out its programmes. The Staff College may acquire and dispose of real and personal property and may take other legal action necessary for the performance of its functions.

Article XI – Amendments

Amendments to this Statute may be made by the General Assembly on the recommendation of the ACC.